

YEAR 9 END OF YEAR HUMANITIES EXAM

Revision Guide 2008

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STRUCTURE OF THE EXAM

The exam will consist of a series of questions that require answers of different lengths and depth. There will be a question booklet and a data sheet.

There will be:

- 15 minutes reading time
- 90 minutes writing time

Use your reading time effectively. You should read through the paper slowly and carefully. If there is time at the end, you should begin to compose an answer in your head so you can begin writing straight away.

You should be guided as to the length of your answer and the amount of depth in your answer by:

- Taking note of the mark allocation. A good rule is that 1 mark = 2 minutes (ie: you would spend 8 minutes on a question worth 4 marks)
- Taking note of the cue word:

Explain/describe/analyse typically require more detail than *list/provide/suggest*.

GENERAL HINTS:

- Try to answer the questions worth the most marks, FIRST. This way, if you don't quite manage your time effectively and you have to leave out questions, you won't lose as many marks.
- DON'T rewrite the question in your answer!! You waste precious time and use up space. EG:

Q. Suggest how the colonisers from Britain impacted upon the Australian aboriginal people.

A. ~~"The colonisers from Britain impact upon the Australian aboriginal people in many ways. Firstly, they..."~~

The first sentence is useless because it hasn't even begun to answer the question!

- **The exam will test your understanding of the overarching ideas using case studies that we have looked at throughout the year:**

1. *Human Interaction with the environment can have lasting impacts*
(Industrial Revolution, Global Warming)

2. *Communities require an informed and cooperative approach in order to ensure sustainability*
(Global Warming, Aboriginal Australia)
3. *Natural Processes shape the planet*
(Global Warming)
4. *The unequal distribution of wealth is based on a complex web of factors*
(Industrial Revolution, Aboriginal Australia)
5. *The enduring legacies of our past are all around us*
(Industrial Revolution, Global Warming, Aboriginal Australia, People Power)
6. *Societies have different sets of laws, approaches to leadership and access to justice*
(People Power)

Unit 1: INDUSTRIAL REVOLUTION (IR)

Areas covered:

- When(the date)did the IR occur?
- Why did the IR occur in Britain and Europe and not other regions of the world? How did this contribute to the global unequal distribution of wealth that we see today?
- How did the IR lead to an unequal distribution of wealth within British society? (class system etc)
- How did the way humans interact with the environment change as a result of the IR?
- What legacies of the Industrial Revolution are still present on our landscape today? egs: unions, child labour, unequal distribution of wealth, coal mining and pollution, urbanisation, population growth, inventions and technology etc
- What were the positive and negative impacts of the IR in Britain?

Skills:

- Interpreting and understanding primary and secondary sources
- Understanding chronology (or sequence of events)

Unit 2: GLOBAL WARMING

Areas covered:

- What is the difference between climate and weather?
- Which are the Greenhouse gases?
- Describe the natural processes that shape the earth (Greenhouse Effect, Gulf Stream, volcanic eruptions)
- Which human activities have had lasting impacts (Industrial Revolution and the Enhanced Greenhouse Effect, cattle grazing, rice growing, burning fossil fuels, deforestation and land clearing, using CFCs)
- How has climate fluctuated over time (ice ages)?

- How might human activities have lasting impacts on climate both in the long and short term? (eg: coral bleaching, rising sea levels, koala habitat, glacial melt etc)
- What are some examples of the responses to global warming that are required at local, national and international levels in order to ensure future sustainability?

Skills:

- Using the PQE method to interpret and understand data and recognise patterns on graphs and maps
- Using information to make prediction about the future

Unit 3: ABORIGINAL AUSTRALIA

Areas Covered:

- What is the difference between Human Rights and Civil Rights?
 - What was the Aboriginal connection to the land prior to colonisation? Were the aboriginal people primitive or sophisticated in context with their control over the environment?
 - Australia was considered *terra nullius* by the first colonisers. Was Australia 'settled' by the British or were the indigenous people 'invaded'?
 - What were the effects of a rapidly growing colony on the aboriginal people throughout the 19th and 20th centuries.
- Loss of Kanyini
 - Myall Creek massacre
 - Life on reserves and missions
 - Disease
 - Voting rights
 - Assimilation - Removal of children (Stolen Generation)
- What enduring legacies of the past are all around us today?
- That Aboriginal Australia is significantly disadvantaged, particularly with regards to health and wealth
 - That the 1967 referendum was a significant and important moment in the progression of aboriginal Human Rights in Australia.
- How can communities work together to ensure future sustainability?
- That government and citizens have a 'mutual obligation' to improve the status of aboriginal people through reconciliation. What are some examples of reconciliation in action?

Skills:

- Interpreting and understanding primary and secondary sources
- Understanding chronology (or sequence of events)
- Interpreting and understanding data
- Recognising patterns on population pyramids

Unit 4: POLITICAL SYSTEMS

Areas Covered:

- There are different types of leadership, government and political ideologies throughout the world
- 1. What is a democracy?
- 2. What is Politics? What is government?
- 3. Has Australia's democracy always been free and fair? Provide examples.
- 4. How does the Australian Government system work?
- 5. What is the constitution?
- 6. Why do we need to be governed?
- 7. What happens if we are not governed?
- 8. What are political parties and who do they represent? (left and right wing)
- 9. Who are the leaders of the main political parties?
- 10. What is parliament and how do you get there?
- 11. What do these words mean: electorates, voting, Senate, House of Representatives, upper house, lower house, Legislative Council, Legislative Assembly, Speaker, secret ballot, opposition, minister, portfolio, cabinet, front bench, back bench, Prime Minister, Premier, by-election
- 12. What does it mean to say we have rights and responsibilities as citizens of a democracy?
- 13. What are the responsibilities of the levels of government in Australia (local, state, federal)?
- 14. What is the role of the governor-general?
- 15. Why do we have different levels of government?
- 16. Should voting be compulsory (arguments for and against)?
- 17. How is protest an example of accessing democracy?
- 18. In Australia, how do we access the law and seek justice (Taxi Drivers and your case study)?
 - What was the issue?
 - How can citizens make a difference and 'get things done'?
 - What types of citizen's actions are there and which were successful?
 - Which interest groups were involved?
 - What actions and strategies are available to citizens and interest groups in a democracy to influence government decision-making?
 - How successful were these strategies?

Skills:

- Interpreting media
- Understanding and applying political terminology
- Writing extended responses

REFERENCES FOR STUDY:

Your workbook and class notes, handouts, research and assessment tasks, Text book (Heinemann Humanities chapters 3, 6 and 11)

STUDY ADVICE

How and what **YOU** do is up to **YOU**

No-one else will do it for you



LONG-TERM PLANNING

"Long-term planning" could mean what you intend to do in a week's time to what you intend to do with the rest of your life!

Many people fail tests or exams because they start their revision too late rather than because they lack ability. The reason for this seems to arise from the many other pressures put upon you. Lessons, practical work, coursework, homework, friends, family, other responsibilities, etc., all eat away at valuable time.

No wonder revision gets put off to just before a test or exam!

Strange as it may seem, careful planning of what you do and when you do it often uncovers **huge amounts of free time** you never knew you had! The most important phrase to remember is:

ORGANISE EARLY - REVISE REGULARLY

SETTING UP YOUR STUDY AREA

Setting up a study area will help you get into the "study habit".

If you always work in this one place your brain will begin to switch into "study mode" as soon as you sit down. In other words, you "activate" your ability to concentrate.

In an ideal world the study area would be:

- **QUIET**
- **FREE OF DISTRACTIONS**
- **COMFORTABLE**
- **WELL LIT AND VENTILATED**

In the real world the first two are difficult to achieve! There is no ideal place to study, only one in which **you** are able to study. This is a very individual place.

Firstly, decide what your study needs are.

- **Do you need silence or some background noise?**
- **Do you study best when sitting or lying down?**
- **Do you prefer the room light or direct light from a table-lamp?**

The choices are entirely up to you.

Secondly, once you have decided upon your needs, **claim your territory!**

When setting up your workplace you will need to organise your materials so that they are **ALWAYS** at hand. There is nothing worse than interrupting study to find something that should have been there already. You will definitely need a bookshelf for books and notes and a container or drawer for things such as stationery.

IF YOU MIGHT NEED IT, IT SHOULD BE THERE!!

It is also helpful to have a large noticeboard in front of your study area to pin timetables, short notes, "find-outs" and "must-do's". It will also be an ideal place to put memory aids so that they are always in sight. Finally, **keep it tidy and organised!** If you always have to search for materials you will waste valuable time and your concentration will fade.

In fact, make it very clear to **everyone** who may use that room that your study area is sacred - if something then goes missing or runs out then you only have yourself to blame.

KEEP IT EQUIPPED - KEEP IT TIDY - KEEP USING IT!

A few words about music...

It is perfectly OK to listen to music while you are studying. But choose carefully!

Educational psychologists have discovered that music with a rhythm of **60 beats per minute** actually helps you learn!!

However, most contemporary music has a rhythm of 100 - 140 beats per minute which lowers your brain's ability to retain information.

Don't believe it? Try it...

For your information **Classical Baroque** music has the correct rhythm of 60 beats per minute or so.

MAXIMISING RECALL

After studying for the time you found was best, you must then take a rest for about five minutes. Do something else not connected with your work. Listen to music, have a snack, refresh yourself - but don't stop thinking about what you were reading.

This may be an unusual thing to do in the middle of a study session, but your brain needs that time to sort out the information in your short-term memory. At the end of the rest period, the information you were reading will be much clearer than it was to begin with.

Short-term memory lasts between 12 to 48 hours. If you stopped at this point you would be able to recall only about 10-20% of the information you read.

To get the information into long-term memory you must **REVIEW**.

REVIEWING YOUR CHOSEN STUDY TOPIC

After your five-minute rest, read the same information again. Concentrate only on those points that are most important.

Then take another five-minute break and re-read once more, fitting all the bits of information together.

Both of these reviews would be made even better by note-taking in whatever way you find easy and helpful. Make sure that the notes you make are well organised!

ONE WEEK and **TWO WEEKS** later review the topic again using your notes. By now you should have found that there has been a huge improvement in your ability to remember, understand and use that information.

Finally, you must **REVISE**. This is simply a way of drawing loose ends together with the same study method but this time using your notes only.

If you use the above methods while you are still following a course of study, your final revision will be made much easier. Some students who have used these methods early find that very little final revision is

necessary. They became so good at remembering the work during the course of the year that they didn't need to do any more!

NOTE TAKING

The purpose of notes is not to copy out great chunks of information from books. They should only act as a trigger to help you remember what you have read. Key words are more easily remembered than long sentences! Notes should be short, to the point, well-organised and easily read. The exact style is up to you and you only. Some tried and tested methods are given in the next section

SERIAL NOTES

This is a simple note-making style and is best for making notes during lessons. Don't write everything you hear or read but select out the most important points. Concentrate only on those pointers that will help you recall the lesson content. Improve upon them **later** when time allows.

Use lots of headings, sub-headings, numbered points, "bullets", etc.

For example:

Heading

Sub-Heading 1

Note 1.1

Note 1.2

Sub-note 1

Sub-note 2

Sub-Heading 2

Note 2.1

Note 2.2

Command terms

Most of the questions contain "command terms". These are words which tell you HOW to answer a question. The specific command terms in the Humanities exam are:

- Identify
- Outline
- Examine
- Rank
- Justify
- Use evidence
- Give reasons
- To what extent
- Discuss
- Explain
- Define

COMMAND TERM	DEFINITION
Identify	Recognise and state briefly a distinguishing fact or feature. Hint: could be dot points/phrases but more than just the name.
Define	Give a clear and precise meaning of a given word, term or concept. (using examples here often helps even if not specifically asked for)
Describe	Present the characteristics of a particular topic. Give a detailed account (often emphasising the most important features); the length of description should reflect the mark allocation and space provided
Explain	Give reasons why a situation exists or process occurs.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue. Hint: Investigate and critically analyse. This means ...
Discuss	Offer a considered and balanced review of a particular topic. Opinions or conclusions should be presented clearly and supported by evidence and argument. Use arguments, debate, give reasons for and against, consider the implications Hint: On the one hand.... but on the other hand...
Outline	Give the main features or general principles of a topic, omitting minor details and emphasising structure and connections (usually a major allocation of marks and important to keep a balanced answer and make it relevant to the background information)
Justify	Give reasons for your choice or decision; make sure you address any possible main objections or alternatives
To what extent	Evaluate the success or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with empirical evidence and sound argument.